DOCUMENT RESUME

ED 342 978 CE 060 588

TITLE HIPPY: Home Instruction Program for Preschool Youngsters. Final Report.
INSTITUTION Western Arkansas Education Service Cooperative, Branch.
SPONS AGENCY Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE Jun 91
NOTE 31p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Child Development; Community Resources; Developmental Stages; *Early Intervention; *Home Instruction; *Intergenerational Programs; Language Acquisition; *Literacy; Parent Child Relationship; Parent Participation; *Parents as Teachers; Parent School Relationship; Perceptual Motor Learning; Preschool Education; Problem Solving; School Holding Power; Special Education; Vocational Interests; Young Children
IDENTIFIERS *Arkansas; *Family Literacy

ABSTRACT

The Home Instruction Program for Preschool Youngsters (HIPPY) is a home-based early intervention enrichment program for young Arkansas children and their parents. The program has six objectives: (1) to prepare 4- and 5-year-olds for kindergarten; (2) to develop the parent as the child's educator; (3) to increase parent awareness of educational and vocational opportunities; (4) to provide parents with information on community resources; (5) to improve parenting skills; and (6) to involve parents in public school activities. There are four requirements for program participation: educational needs are present; parents must work 15 minutes daily with the child; parents must attend meetings and activities; and parents must meet with the home instructor. Packets of materials appropriate to children's developmental level are provided by home instructors on a weekly basis. The activity packets concentrate on language development, sensory and perceptual discrimination skills, and problem solving. Program evaluation is obtained through teacher interviews and written parent questionnaires. HIPPY ensures school retention, decreases special education program needs, and enhances parents' literacy and parenting skills. (The bulk of this document, the appendix, contains the following: HIPPY fact sheet; HIPPY parent questionnaire; HIPPY teacher evaluation; educational survey of parents; evaluation for 4-year-olds; General Educational Development information; parent achievements; and parent comments.) (NLA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

AR910T14

ED342978

FINAL REPORT

HIPPY

Home Instruction Program for Preschool Youngsters

Conducted by
Western Arkansas Education Service Cooperative

Maxine Marion - Project Supervisor
Marquetta Walker - Project Coordinator

In Cooperation with
Vocational and Technical Education Division

Arkansas Department of Education
Little Rock, AR 72201

Funded under the provisions of
P.L. 98-524

June 1991

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ASSOCIATE DIRECTOR

RECEIVED
JUL 8 1991

SUPPORT SERVICES SECTION

BEST COPY AVAILABLE

CE060584

HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS

Abstract

HIPPY is a home-based enrichment program for young children and their parents. It builds upon and strengthens parent-child interactions for the optimal overall development of the child. It provides parents with support to enhance their roles as their children's primary educators. It is committed to serve those families who need such support the most.

The mission of HIPPY International is:

To promote the overall development of young children.

To provide children with school readiness skills.

To enhance children's sense of self-worth and competence.

To enhance the relationships between parents and children.

To promote literacy-rich environments.

To empower parents as their children's primary educators.

To increase parental awareness of their children's needs and their own ability to meet those needs.

To build on family strengths.

To strengthen parental networks and support systems within the community.

To promote social equity.

TABLE OF CONTENTS

I. Introduction

II. Objectives

III. Procedures

IV. Evaluation

V. Conclusions & Recommendations

VI. Summary

VII. Appendix

I. Introduction

According to the materials received in the successful Youth 2000 Conference, we, the people of Arkansas, have no choice but to offer early intervention programs to assist families in raising children to be able to attain self-reliance and independent living.

The statistical reports tell us that the labor market in the year 2000 will be far more complex and require people to have much higher academic skills to be able to work and be self-sufficient. There will be over one-half as many young people in the 16-24 year age group as there are today. These 16 - 24 year olds are our four and five year olds today. We do not have the resources to waste even one of our children. Currently, one out of every eight seventeen year olds is functionally illiterate. One out of every four ninth graders will not graduate from high school. The other problem of high risk children who have become non-learners are the 3,000,000 14 - 17 year olds who have drug problems. Teen suicide is increasing often because of low self-esteem and lack of achieving in school. The teen pregnancy problem is also related to low self-esteem and families' attitude toward education. We will perpetuate the problems with future generations not being prepared for parenting and the cycle continues.

Early intervention with preschool children is needed to prepare them for success in school and in their future work places. A good foundation for the learning process is needed to avoid failure in the educational system. HIPPY can serve as part of the solution to the children's lack of preschool educational needs being met.

II. PROGRAM PURPOSE

Recent research in education demonstrates that effective early intervention programs are required to assist families in better preparing their children for successful participation in the education process. Educational and social research studies indicate that children who begin their public school education after having participated in effective early childhood development programs are more likely to succeed in school, remain on grade level with their age group, and less likely to drop out of school. These are usually the children of more affluent, college-educated parents who have had successful experiences in the educational system; therefore, they provide to their children the prerequisite knowledge and motivation for success in school. At the other end of the continuum are the children of the less-affluent, relatively uneducated parents whose own experiences in the educational system where unpleasant and/or unsuccessful. HIPPY provides parents with the materials necessary to prepare children for the education process.

GOALS

The youngsters participating in this program are expected to be functioning on grade level with their peers, and are less likely to be retained. The studies done in Israel and other projects indicate this program will have decreased the drop-out rate because of the

early and continuous support in the child's daily activities in the school.

OBJECTIVES

1. Provide instruction for four and five year olds to ensure preparation for learning in kindergarten.

2. To involve the mother or parent in the role of educator for her child.

3. To provide motivating activities for parent awareness of education and vocational opportunities.

4. To provide parents with information on resources in the community to meet their various needs.

5. Provide parents with the opportunity to increase their skill to be a more effective-parent.

6. To provide parents with motivation to become involved in activities in the public schools.

III. PROCEDURES:

The Home Instruction Program proceeds on a time frame of 30 weeks during a regular school year.

The Coordinator and Instructors recruit families to participate in the program from the Western Arkansas Education Service Cooperative area. Children are taken on a first-come first-serve basis if after careful evaluation we could validate the family needs and the parents could successfully complete the program. The requirements for being in the program are as follows:

1. Educational needs of the child are present.

2. Parents contract to work daily with the child for fifteen minutes a day.

3. Parents contract to attend one meeting twice a month for instruction and other activities to meet the objectives of the program.

4. The parent agrees to meet with the home instructor on a regular appointment schedule.

The selection of home instructors is made after the selection of families. The design of the program encourages the use of HIPPY mothers in their neighborhoods to be the instructor of the other mothers.

The HIPPY program schedule coincides with area public school schedule for the convenience of implementing the thirty-week program. Parents have indicated it is difficult to find time in their busy schedule when older children are home and other preparations for the holiday season are being accomplished.

Other factors or community organizations, that impact our programs are schools, day-care, churches, Western Arkansas Guidance Center, and of course, personal events that might occur in the child's home.

The scheduled parent group-meetings use community resources to provide rich and varied experiences for parents and children. The institutional support of the Western Arkansas Education Service Cooperative is very important and provides the needed contact with the area schools. The co-op area schools included are in the following counties: Sebastian, Crawford, Logan, Scott, Franklin and Johnson.

HIPPY CURRICULUM:

HIPPY parents allot time each day to working with their children using packets of materials appropriate to children's developmental level. Paraprofessionals visit each parent at home every other week, bringing the storybook and packet of activities for the week. Role-playing is used to instruct parents in the use of materials. On alternate weeks, small groups of parents meet with their paraprofessionals to review HIPPY materials, develop parent-as-educator skills, and address other topics of special interest to parents. Such special interests range from wanting help with child-rearing problems, through learning how to make toys and games, to getting information about community programs in adult education and job training.

The weekly home activity packets provides a springboard for broader educational enrichment. The packets themselves are highly structured. The structure can be compared to that of a well-written lesson plan, designed to facilitate the learning of new concepts, along with semi-structured manipulation and open-ended, creative application of those concepts. But HIPPY materials are not lesson plans for professional educators; they are designed to provide parents who have had little (and often unsuccessful) formal schooling the necessary structure to implement a school-readiness, home instruction program.

The activity packets concentrate on language development, sensory and perceptual discrimination skills and problem solving.

Language instruction centers around a set of storybooks specifically written for HIPPY. Specific skills introduced include: listening, asking and answering questions, talking about the text, picture reading, story creation, seriation and vocabulary-building.

Discrimination skills are divided into visual, auditory and tactile skills which are taught and practiced through the use of games. Visual discrimination is divided into visual-only and visual-motor

activities. Visual-only activities include: describing, matching, and sorting real objectives and pictures of real objects. Visual-motor activities are designed to provide the children with a variety of situations in which they can use markers, crayons and pencils. Auditory discrimination focuses on volume and pitch, as well as rhyming sounds. "Feeling" games are used to practice the discrimination between objects such as hard-soft, smooth-rough, and thin-thick.

Problem-solving activities include listing, sorting, matching and grouping concrete objects, then representations of objects. Matrix games are used extensively.

IV. EVALUATION

The Program is evaluated in several ways:

1. Informal evaluation of observation and comments of parents and teachers.

2. The children are administered a pre-test designed to evaluate needs for HIPPY.

3. The coordinator provides a year-end report of all results of the year's activities including attendance records.

4. A record is maintained on how many lessons each child was taught.

5. Attendance is maintained on all group meetings.

6. Maintained records on referral to other agencies and outcomes.

7. Recorded contact with school functions.

8. Maintained attendance records on all parent involvement in education and vocational training.

The evaluation process of this project is informal but thorough. We use the following methods.

A. interview with teachers
B. written questionnaires of parents

The results and benefits for the families participating in the Home Instruction Program are many and have an impact on Vocational Education in Arkansas in the following areas:

1. Less children having the need to be retained in grade.

2. Less children having to be placed in special education programs.

3. The children will be more likely to stay in school, graduate and go on to high education.

4. The mothers of these children are becoming interested in improving their own education and possibilities of training for better paying jobs.

5. The HIPPY parents desire to be more involved in their child's education upon entering school.

V. CONCLUSIONS & RECOMMENDATIONS

The results of this program indicate the need for early childhood educational programs. These programs should be funded generously in order to reach all children who need early education programs.

The outcome of the performance level of HIPPY children in the public schools has proven the programs success. The attitude of HIPPY parents toward their child's education has had a tremendously positive outcome as well.

All children need to be prepared for entering the educational system. HIPPY serves as one alternative toward empowering parents to become involved in these important early steps of achievement.

SUMMARY

HIPPY (Home Instruction Program for Preschool Children) provided many families with opportunities to have successful educational beginnings for their kindergarten children.

Upon completion of the two-year program, parents have been equipped with knowing the educational requirements necessary for their child to succeed in school. Parents also received training in parenting techniques through group meetings. Encouragement was given for parents to build on their own educational level.

HIPPY is a program which involves children parents and schools. The main thrust of the program is to provide success for all components of the educational system.

VII. APPENDIX

1. HIPPY Fact Sheets
2. HIPPY Parent Questionnaire
3. HIPPY Teacher Evaluation
4. Educational Survey of Parents
5. Evaluation for 4 year olds
6. GED Information
7. Parent Achievements
8. Parent Comments

HIPPY FACT SHEET

Home Instruction Program for Preschool Youngsters

Western Arkansas Education Service Co-op
Route 1 Box 104
Branch, AR 72928

Contact Persons:

Z. Maxine Marion, Director
Curriculum & Instruction

Marquetta Walker
Hippy Coordinator

PO Box 4069
Fort Smith, AR 72914
785-2303

PROJECT DESCRIPTION

Site Description

Rural and urban areas of Crawford and Sebastian Counties: Ft. Smith Charleston, Greenwood Cedarville, Alma Van Buren, Mulberry Mountainburg

Administrative Entity:

Western Arkansas Education Service Cooperative
Arkansas Vocational Education Division

Size:

One Coordinator (part-time)
One Administrator (part-time)
Four Aides
72 Families
60 Families completed

Demographics:

15 Black Families
57 White Families
27 Female Head-of-Household
45 Two Parent
21 7th-9th grade drop-outs
24 High School drop-outs
36 High School graduates
7 GED
21 High School and 1 Year College
8 High School and Vocational Education

PROGRAM IMPLEMENTATION/OBSERVATION

1. Recruitment
2. Instructional Implementation
3. Retention
4. Drop-out Figures

METHODS OF RECRUITMENT

a. Social Services
b. Doctor's Offices
c. Schools
d. Day Care
e. Door to Door Canvassing
f. Child Safety Fair
g. TV
h. Radio

INSTRUCTIONAL IMPLEMENTATION

1. Home visit to prospective families for information concerning requirement of programs.

2. Recruiting mothers to become home instructors

3. Training for home instructors in material

4. Initial group meeting for information introduction to staff

5. Weekly training

6. Bi-monthly group meetings

7. Mother-Mother instruction

8. Parent training in office

9. Parent instruction at home

RETENTION (72 - 60)

Families in the 1988-89 program were recruited in various ways. We attempted to obtain children through Arkansas Social Services, Scan, physician's offices, public schools. We also used television, radio, newspapers and door-to-door visitation in target areas.

HIPPY FACT SHEET
1989 - 1990

Contact Persons: Maxine Marion, Supervisor
Marquetta Walker, Coordinator

Office: Crawford/Sebastian Community
Development Council, Inc.
4831 Armour St.
P. O. Box 4069
Ft. Smith, AR 72914
(501) 785-2303

Project Description

Site Description:

HIPPY serves families in a six county area in Western Arkansas. Currently, participating families are located in Crawford, Franklin, and Sebastian counties. These families are in the city limits and in rural areas of the counties.

Administrative Entity:

Western Arkansas Education Service Cooperative
Guy Fenter, Director
Rt. 1 Box 104
Branch, AR 72928
(501) 965-2191

Program Size:

1 Supervisor	(part-time)
1 Coordinator	(part-time)
5 Paraprofessionals	(1 full-time, 4 part-time)
92 Participating	Families
96 Participating	Children (61 - 4 yr. olds)
	(35 - 5 yr. olds)

Funding Source:

Vocational Education Department

Demographics of Participating Families:

14 Black Families
76 White Families
1 Asian Family
1Hispanic Family

Education Level of Parents:

36 Drop-outs
73 High School Graduates
37 High School + 1 - 2 yrs. Vocational Education or Community College
14 GED

Income Level of Families:

54 Low Income
38 Low-Middle to Middle Income

School Districts Served:

Crawford County
28 Children

Van Buren Public Schools:
- City Heights - 7
- J.J. Izard - 7
- King - 5
- Parkview - 3
- Tate - 6

- Alma - 11
- Cedarville - 3
- Mountainburg - 13
- Mulberry - 1

Franklin County

- Charleston - 1
- County Line - 1

Sebastian County

35 Children

Fort Smith Public Schools:
- Albert Pike - 1
- Ballman - 2
- Barling - 2
- Beard - 1
- Carnall - 1
- Howard - 10
- Morrison - 4
- Orr - 2
- Parker - 2
- Spradling - 2
- Sunnymede - 3
- Tilles - 1
- Trusty - 2

- Greenwood - 2

- Hartford - 1

HIPPY FACT SHEET
1990-1991

Contact Persons: Maxine Marion, Supervisor
Marquetta Walker, Coordinator

Office: Crawford/Sebastian Community Development Council, Inc.
4831 Armour St.
P.O. Box 4069
Fort Smith, AR 72914
(501) 785-2303

Project Description

Site Description:

HIPPY serves families in a six county area in Western Arkansas. Currently, participating families are located in Crawford, Franklin, and Sebastian Counties. These families are in the city limits and in rural areas of the counties.

Administrative Entity:

Western Arkansas Education Service Cooperative
Guy Fenter, Director
Rt. 1 Box 104
Branch, Arkansas 72928
(501) 965-2191

Program Size:

1 Supervisor	(part time)
1 Coordinator	(part time)
4 Paraprofessionals	(2 full time, 2 part time)
99 Participating	Families
104 Participating	Children (64 - 4 yr. olds) (40 - 5 yr. olds)

Funding Source:

Vocational Education Department

Demographics of Participating Families:

6 Black Families
86 White Familes
5 Asian Families
1 Hispanic Family
1 American Indian

Education Level of Parents:
42 Drop-outs
86 High School Graduates
33 High School + 1-2 yrs. Vocational Education or Community College
8 High School + 3 or more yrs.

Income Level of Families:
38 Low Income
61 Low-Middle to Middle Income

School Districts Served:

	Crawford County	64 Children
Alma	28	
Cedarville	2	
Mountainburg	17	
Mulberry	4	
Van Buren	13	
City Heights	1	
J.J. Izard	14	
King	2	
Parkview	3	
Tate	3	
	Franklin County	8 Children
Charleston	1	
County Line	7	
	Sebastian County	31 children
Fort Smith Schools	23	
Barling	1	
Beard	1	
Bonneville	2	
Fairview	4	
Howard	2	
Morrison	2	
Parker	1	
Spradling	4	
Sunnymede	2	
Tilles	2	
Woods	2	
Greenwood	4	
Hartford	3	
Lavaca	1	

Parent Questionaire

Circle One Answer

1. Has HIPPY improved your communication skills with your child?
   strong yes, yes, no, strong no

2. During the teaching experience with your child do you feel the program increased your confidence in being able to teach your child?
   strong yes, yes, no, strong no

3. Do you feel this program will help your child to be successful in school?
   Strong yes, yes, no, strong no

4. Has the program changed your feelings about how much you should be inbolved in your child's education?
   strong yes, yes, no, strong no

5. Has the program had positive effects on your descipline techniques?
   strong yes, yes, no, strong no

6. Will you be able to utilize the skills you gained in this program with another child?
   strong yes, yes, no, strong no

7. Do you feel the program has increased your skills in communicating with with the school about your child?
   strong yes, yes, no, strong no

8. Has your involvement in HIPPY offered you information on various areas of child development? strong yes, yes, no, strong no

9. Do you feel you are more able to choose appropriate activities for your child? strong yes, yes, no, strong no

10. Do you feel working with your child in the HIPPY program has increased your ability to play with your child?
    strong yes, yes, no, strong no

11. Are you able to give your child more effective instructions that he can follow? strong yes, yes, no, strong no

12. Are you able to talk more easily with your child?
    strong yes, yes, no, strong no

13. Do you feel the program has increased your feelings of the necessity for staying involved in your child's education through the coming years?
    strong yes, yes, no, strong no

14. Do you feel working in the program has increased your awareness of the child's abilities? strong yes, yes, no strong no

HIPPY--Teacher Evaluation

Child's name:_____

Teacher:_____ School:_____

Circle one and comment.

1. Child's attendance: Below Average Average Above Average

2. Parent's Involvement:

   PTA_____

   Conference_____

   Contacts w/Teacher_____

3. Child's Academics: Below Grade Level On Grade Level Above Grade Level

   Positional Concepts ☐ ☐ ☐

   Comments_____

   Comprehension Skills ☐ ☐ ☐

   Comments_____

   Following Directions ☐ ☐ ☐

   Comments_____

   Fine Motor Skills ☐ ☐ ☐

   Comments_____

4. Child's attitude toward school:_____

5. Child's relationship w/peers:_____

6 Child's self esteem:_____

EDUCATIONAL SURVEY OF HIPPY PARENTS

Name of Parent #1_____

1) What is your educational level_____

2) Are you interested getting your GED?_____ yes or no

3) Are you interested in attending classes beyond the High school level? _____ yes or no

If yes, mark which area or areas you would be interested in.

Air Conditioning & Refrigeration	_____
Auto Body Repair & Painting	_____
Auto Mechanics	_____
Accounting	_____
Clerk-Typist	_____
Secretarial	_____
Computer Science	_____
Cosmetology	_____
Electronics	_____
Food Processing	_____
Nursing	_____
Respiratory Therapy	_____
Welding	_____
Other (please list area)	_____

4) Name of Parent #2_____

5) What is your educational level?_____

6) Are you interested in getting your GED? _____ yes or no

7) Are you interested in attending classes beyond the High school level? _____ yes or no

If yes, mark which area or areas you would be interested in.

Air Conditioning & Refrigeration	_____
Auto Body Repair & Painting	_____
Auto Mechanics	_____
Accounting	_____
Clerk-Typist	_____
Secretarial	_____
Computer Science	_____
Cosmetology	_____
Electronics	_____
Food Processing	_____
Nursing	_____
Respiratory Therapy	_____
Welding	_____
Other (please list area)	_____

RESULTS OF HIPPY KINDERGARTEN EVALUATIONS
1888-1991

	Grade Level or Above	Learning Disabilities	Retained	Below Grade Level
Yr. 1	18	3	3	1
Yr. 2	17		2	2
Yr. 3	24		1	2
TOTAL	59	3	6	5

PARENTS INTERESTED IN GED OR VOCATIONAL EDUCATION
1988-1991

	GED	VOCATIONAL ED
Yr. 1	12	30
Yr. 2	17	47
Yr. 3	15	15
TOTAL	44	92

HOME INSTRUCTION PROGRAM FOR PRE-SCHOOL YOUNGSTERS
EVALUATION FOR FOUR YEAR OLDS

NAME _____ ID # _____

AGE _____ DATE _____

	YES	NO
Reading Readiness		
Participates in stories read to him		
Talks in simples sentences		
Expands on the ideas in books		
Answers questions about the story		
Do you ask for special books to be read to you?		
Math Readiness		
Big - Bigger - Biggest		
Small - Large		
Identify Clock		
Identify four shapes		
Full - Empty		
Fine Motor Skills		
Tracing - dot-to-dot		
Coloring		
Cutting		
Finish incomplete designs		
Pasting		

Concepts	YES	NO
Top - Bottom		
Over - Under		
Front - Behind		
Fast - Slow		
Rough - Smooth		
Language		
Identify and name common objects & pictures		
Identify and name four or five body parts		
Recognizes and names primary colors		
Recognizes and names family members		
Can dictate simple sentences about objects and illustrations		
Auditory		
Can the child indentify common sound in his environment?		
Follow one two step-directions		
Identify soft - loud		
Finish and complete sentences with correct words		

Visual	YES	NO
Identify things that are alike or different		
Match colors and shapes		
Identify items missing from a group from memory		
Identify and locate objects from a complex background		
Classify and sort pictures or small items		

STEPS FOR GETTING A G.E.D.

1. Contact Linda Wight, Counselor at Adult Education Center, 501 South 20th Fort Smith, Arkansas.

2. She is available from 8:00 a.m. to 3:30 p.m., Mondays thru Thursdays in Room 207, phone: 785-4115.

   From 6:00 to 9:00 p.m., Wednesday and Thursday nights, Ms. Wight is available at the main office, phone: 785-1232.

TELL HER THAT YOU ARE A HIPPY PARENT

2. She will give you a survey that lasts one hour and 15 minutes. This test will determine the grade level you are on and where you should begin studying for your G.E.D.

3. After you have taken the survey, tell Ms. Wight if you need financial aid to cover the cost of your books and she will advise you on this matter.

   If you should need <u>any</u> help with this project, please call me! We want to see you through any task. This is an important step.

4. If you need transportation for the survey test, call me. We can arrange a ride for this. There are classes in several areas. You may not have to go to classes in Fort Smith. Ms. Wight can tell you where classes are held that would be close to your home. Good luck!

HIPPY PARENTS
Achievement Record 1988 - 1991

Entered GED	5
Received GED	3
Vocational Ed Training	5
College Training	5
Began Jobs	13
Literacy Training	1

Parent comments concerning their experiences with the HIPPY Program:

"Hippy has helped me to teach my twins at a more complete level than I had in the past. I can see a big change in the boys since I started."

E. Everett

"The Hippy program has made me realize how important educating my children early as possible and we have enjoyed being a part of the program. I hope it will continue on to help lots of children learn. Thanks."

D. Boradus

"It's made him more interested in learning and given us more time together and brought us closer together."

T. Harlin

"It's helped him learn to follow directions, listen, and learn his numbers. I'm very thankful for it. He's learned his shapes and colors and things that he's needed to get ready for school."

T. Kisu

"I feel that Hippy's gave me and Stevie alot of time together and helped him learn alot."

A. McGiure

"It has helped me to realize the importance of spending time with my children, not just playing but teaching them."

D. Milton

"What Hippy means to me and Joseph, it means that I can spend a little time with Joseph each day. Seeing him learn new things is great. Joseph loves doing the work and making things. I will sure miss it this year, because Christopher is not old enough yet. It has helped me alot to be apart of my childrens likes and dislikes of things that happen in everyday life. I hope this program keeps on going."

P. Carter

"Hippy is <u>great</u>. Natasha really enjoys it. As for myself, I enjoy it also. Natasha can't wait to get a new lesson. She looks forward to it every week. She has learned alot from it. I feel that it would help anyone. It gives the parent and child time together. So Hippy means time together. All parents and children need that."

R. & S. Atkinson

"Hippy has given Warren and I time together we would not have had. Also we have learned from the story books. And we enjoy learning and doing together."

N. Udey

"Better quality time, giving Micheal a sense of importance in a sense that he has homework, it has given me something on paper to help me as a parent to educate my son. It also gives my daughter and son to review together to bring them closer."

S. Marr

D. Provence

"The HIPPY program has given my child and me more quality time together. She has learned her colors and shapes through the program and is not as shy about telling things. She and I have thoroughly enjoyed the program."

K. Beck

"The HIPPY program has helped Josh get more interested in coloring and learning in general. About two weeks ago he began writing his name and I feel HIPPY has given him the skills to start this."

B. Johnson

"It has helped us get closer and have something that has helped us learn together."

B. Garrett

"The HIPPY program has helped my son in several ways. We always enjoy our lessons. I think his favorite project is same and different. I like to see his imagination at work."

P. Hamm

"The HIPPY program has helped Daniel's learning in several ways. It has went along very well with his education at school. It has given him time to spend together with me to try to learn, to help him realize that there is a study time. It is a great program."

K. Ellison

"I feel Stacy has benefited from this program. She seems to have become more confident in herself. She enjoys the lessons and usually wants to do more. Since I didn't have Stacy enrolled in a preschool program, I feel that I have contributed in helping her get ready to start school."

V. Auprey

"The HIPPY program has helped Roxy and me to work together. It is a joy to see her learn and enjoy learning, and to be a part of the learning process."

B. Wylie

"It has helped me to understand how to help her with her work and better explain things to her. Everything that she has covered in the HIPPY program, then covered in school she does perfect on. I'm real glad she had a chance to be in the program."

J. Maurney

"Jason and I have really enjoyed the HIPPY program. It's hard to describe just any one thing that we liked the most. I believe that the books that are sent out with lessons are very educational. They are interesting, but show a moral. Through the books and lessons he learned shaped, their colors, how to trace on lines, how to match things correctly, recognize where things go, how to put items in order and most of all how to remember what we just read or learned. I have enjoyed helping him as I can see how eager he is to learn and do new things. Some of the lessons he enjoys more than others as some get to be tiring for him, cause he has them down pat. But it also gives us a time to be together doing something worthwhile instead of always watching T.V. I believe it has better prepared him, I know it has, for kindergarten. He has more confidence in himself. All in all we have both benefited this year from the program. Also we have enjoyed Teresa a great deal, she's been really good at working with us."

A. Anstine

"The HIPPY program has helped my children get ready for school. It has helped them remember things, recognize sounds and numbers. I enjoy the program myself, because it's helped me to help my children to learn things they need to know before school. It is as fun as it is learning and it has been a big help for my children as well as me. I would recommend this program to other people. This is my last year in the program and I am really going to miss it and the nice people working in it."

T. Langley

"HIPPY has helped Adam and I because it lets me realize just how much he can do and what he excels at. It also has shown me his weakness in areas we can work on to prepare him for school. He loves to do his lessons and enjoys our special time together."

K. Tibbs

"The HIPPY program has helped Daniel in getting ready for his first year in school. It is teaching him the meaning of listening and following direction. He is also learning to get along with other children his own age. I enjoy the time together and learning the things to help him get ready for school."

M. Landon

"HIPPY has helped me learn how to be more patient with Christine. It has helped Christina to distinguish things that are the same and different. It has helped her to broaden her memory skills."

L. Galinda

"Gave us special time together. Helped him with his school and preschool work."

J. Cottrell

"The HIPPY program has helped Steven and I learn a lot. It's helped him catch up on what he was behind on in school."

A. McGuire

"Stop and look for car-learn from the duck. Dong liked that. Binh used to run across the street. Help know. Understands many things. Goodbye Berry-teach no place like home. English is much better. Is not as shy."

D. Trinh

"I appreciate very much the opportunity to be a part of the HIPPY program. These past two years have shown tremendous developmental changes in Greg and HIPPY has been there to encourage the development. HIPPY challenged my child in ways I would not have thought of and I know he's better off for having met a new challenge. I hope very much the program will continue. I would like this same experience for my second child as well. It has indeed been my pleasure to work with you."

C. Ingram

"HIPPY has given my daughter, Fancy, a growing desire to go to school. She looks forward to doing her lessons. Her attention span has increased dramatically. I feel that this program has drawn me closer to my child as well further preparing her for school."

M. Kissler

"HIPPY has helped Wade listen and follow instructions. It has helped me to know what to expect out of his work. We have enjoyed it very much."

D. Hoelcel

"It has showed James pre-kindergarten work that will prepare him for public school. I have had fun coordinating his lessons and teaching him a few things. It has brought us closer together on his academics."

I. Harris

"HIPPY has helped Robert identify object size, shape and color. His coloring skills has improved. Also, he draws a little better."

V. Lester

"Your HIPPY program has helped me to learn to help Jessica. Very good program and I appreciate all your help and patience.

A. Belt

"On May 17, 1988 my daughter turned 4. I was terrified because I realized the following year she would begin kindergarten. I had vivid memories of my first day of school. I didn't know what to expect. I had never been exposed to any preschool education, I was terrified and wanted to go home. I was very insecure. I didn't want Randa to experience those feelings instead of dread. I wanted her to go into the public school system with her head held high and hungry to learn. But I didn't know who to turn to. Then I heard about HIPPY. That was nearly 2 years ago and my daughter and I are both eager to learn. She is finishing HIPPY and kindergarten soon and is reading. She also has a hearing problem. Her teachers feel that with the hearing problem she would have fallen behind but because of HIPPY she was able to keep up with the other children. My personal growth is also visible. HIPPY showed me ways to help my child grow both intellectually and emotionally. When I realized I had the skills needed to teach my child, it made me feel better about myself. This security as a parent is the greatest feeling in the world. HIPPY showed me how to get involved and stay involved with Randa's education. The HIPPY staff encouraged me to put my writing skills to good use. I now write articles to inform the public about HIPPY. What has HIPPY done for me? THE HIPPY PROGRAM HAS GIVEN ME SELF-ESTEEM!!! With self-esteem I can do anything and go anywhere. Education is a never ending process. You are never too old to learn."

P. Turner

"Demeris seems to be more respondent to more things like comparing, and differentiating between people, things, similarities, he seems to know just why they are similar. He particularly know the differences in any situation. He likes the challenge of being able to know why this and that is bigger or smaller, taller, etc. It seems as though the program has brought us closer together in that he surprises me at how much he does know, and how much he is willing to learn, it the attention is there. Scarlett Scott has been a great big help in instructing me on what each lesson is dealing with, what to do in certain instances if Demeris reacts to a lesson in a "I don't like to do that" attitude. She's shown me how to make learning fun for a child. This has helped me to get him to do his work without

complaining. He looks at it as being homework and that's important stuff, especially if you get to do it all by yourself. I appreciate Scarlett, for when at times I could not keep my appointments, she understood, and made other arrangements for me to get the materials needed for future lessons."

L. Chaffin

"The HIPPY program has really helped Daniel and Lacy to learn the things that they need to know to start school. It helped Daniel alot last year. I think it is good for children so that they can learn more."

C. France

"It helped me get Chris ready for school, helped with eye coordination and learn his shapes. It brought us closer together. It helped me remember what I had forgot."

E. Newton

"The HIPPY program has helped Amber and I to find time to learn something and have fun at the same time. Since we've started the lessons, I have seen Amber grow mentally. It seems that her mind's eye has been opened. She has started noticing things that are the same or different. While learning her ABC's we would come across a design that she has done and she would say "I know how to do this one." We've really enjoyed the HIPPY lessons and we are looking forward to the 5 year old lessons in the fall.

J. Lewis

"Well, the HIPPY program has taught me and my son alot this year. I was trying to teach him before on my own and didn't really know how or what he should learn. He has learned how to use a pencil better. He follows directions better and has learned to listen and ask questions about stories we have read. He is very proud in the things he learns and uses them in our everyday life. He compares things and notices the difference in objects more. He has enjoyed learning the different shapes and was always ready to learn a new shape. He has learned how to use his words better and the importance of learning where he lives and his families names better. He has gotten quite better because he can look at a lesson and know how to do the lessons. He has learned how to use scissors, glue and how to have better control in using them. Larry has enjoyed the HIPPY program and so has the family. We do feel he has learned a lot from this program. Thank you very much!"

C. Jones

"Hippy what it has meant to me and my son. I have really enjoyed working with my son. It has helped me help him before he starts to school next year. He has really enjoyed it and so have I."

C. Tyner

"The Hippy program has helped in many ways. It gives us lessons to do that will help our children learn basic skills necessary for beginning school. It also has been an incentive for me to spend some one on one time with Greg and he loves that. It's given Greg an incentive to learn some skills, like coloring, that before he wasn't interested in doing."

C. Ingram

"What Hippy has done for my child and I, It has given us special time for just us. Has given us more patience, helped him learn his shapes. I trust him with glue now. All in all I feel more confident in helping and teaching my child."

S. Seamans